

JANE EDWARDS ELEMENTARY

1960 Jane Edwards Rd.
Edisto Island, South Carolina 29438

GRADES PK-8 Elementary School

ENROLLMENT 117 Students

PRINCIPAL Melissa VandeWiel 843-559-4171

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	57	30	2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

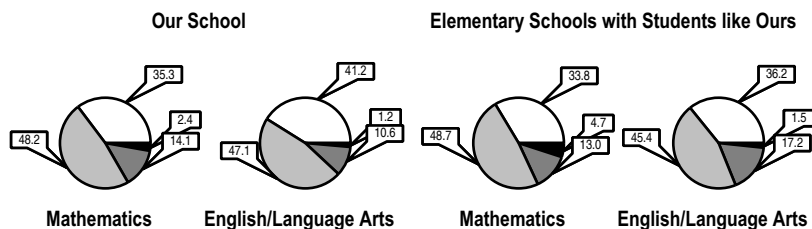
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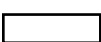
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned			
Percent satisfied with learning environment			
Percent satisfied with social and physical environment			
Percent satisfied with home/school relations			

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	88	98.9	41.2	47.1	10.6	1.2	11.8	17.6
Gender								
Male	51	98.0	45.8	41.7	12.5	N/A	12.5	17.6
Female	37	100.0	35.1	54.1	8.1	2.7	10.8	17.6
Racial/Ethnic Group								
White	12	100.0	9.1	63.6	18.2	9.1	27.3	17.6
African-American	71	98.6	45.7	45.7	8.6	N/A	8.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	84	98.8	39.5	49.4	9.9	1.2	11.1	17.6
Disabled	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	88	98.9	40.5	47.6	10.7	1.2	11.9	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	87	98.9	41.0	48.2	9.6	1.2	10.8	17.6
Socio-Economic Status								
Subsidized meals	72	98.6	43.5	44.9	10.1	1.4	11.6	17.6
Full-pay meals	16	100.0	26.7	60.0	13.3	N/A	13.3	17.6

Mathematics								
All students	88	98.9	35.3	48.2	14.1	2.4	16.5	15.5
Gender								
Male	51	98.0	37.5	45.8	12.5	4.2	16.7	15.5
Female	37	100.0	32.4	51.4	16.2	N/A	16.2	15.5
Racial/Ethnic Group								
White	12	100.0	18.2	27.3	36.4	18.2	54.5	15.5
African-American	71	98.6	37.1	54.3	8.6	N/A	8.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	84	98.8	33.3	49.4	14.8	2.5	17.3	15.5
Disabled	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	88	98.9	34.5	48.8	14.3	2.4	16.7	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	87	98.9	34.9	49.4	13.3	2.4	15.7	15.5
Socio-Economic Status								
Subsidized meals	72	98.6	36.2	50.7	13.0	N/A	13.0	15.5
Full-pay meals	16	100.0	26.7	40.0	20.0	13.3	33.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	12	N/A	8.3	41.7	50.0	N/A	50.0
	Grade 4	17	N/A	29.4	52.9	17.6	N/A	17.6
	Grade 5	9	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	15	N/A	53.3	26.7	20.0	N/A	20.0
	Grade 7	22	N/A	9.1	72.7	18.2	N/A	18.2
	Grade 8	16	N/A	18.8	62.5	18.8	N/A	18.8
2003	Grade 3	13	100.0	38.5	7.7	46.2	7.7	53.8
	Grade 4	11	100.0	20.0	60.0	20.0	N/A	20.0
	Grade 5	19	100.0	38.9	61.1	N/A	N/A	N/A
	Grade 6	11	100.0	54.5	45.5	N/A	N/A	N/A
	Grade 7	15	93.3	50.0	42.9	7.1	N/A	7.1
	Grade 8	19	100.0	42.1	57.9	N/A	N/A	N/A

Mathematics								
2002	Grade 3	12	N/A	41.7	33.3	25.0	N/A	25.0
	Grade 4	17	N/A	41.2	41.2	17.6	N/A	17.6
	Grade 5	9	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	15	N/A	66.7	33.3	N/A	N/A	N/A
	Grade 7	22	N/A	40.9	50.0	4.5	4.5	9.1
	Grade 8	16	N/A	37.5	56.3	6.3	N/A	6.3
2003	Grade 3	13	100.0	23.1	61.5	15.4	N/A	15.4
	Grade 4	11	100.0	10.0	40.0	30.0	20.0	50.0
	Grade 5	19	100.0	33.3	61.1	5.6	N/A	5.6
	Grade 6	11	100.0	45.5	36.4	18.2	N/A	18.2
	Grade 7	15	93.3	57.1	35.7	7.1	N/A	7.1
	Grade 8	19	100.0	36.8	47.4	15.8	N/A	15.8

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 117)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.4%	2.4%
Attendance rate	96.3%	Down from 97.8%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.8%	Down from 8.2%	6.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.4%	Up from 0.6%	8.7%	8.0%
Older than usual for grade	17.9%	Up from 0.7%	2.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 15)				
Teachers with advanced degrees	40.0%	Up from 23.1%	46.0%	50.0%
Continuing contract teachers	60.0%	Up from 53.8%	81.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	51.2%	Down from 63.4%	83.2%	86.2%
Teacher attendance rate	95.1%	Down from 95.2%	94.3%	95.3%
Average teacher salary	\$36,244	Up 5.5%	\$39,095	\$39,909
Prof. development days/teacher	9.8 days	Down from 10.7 days	12.7 days	11.4 days

School				
Principal's years at school	1.0	No change	3.0	4.0
Student-teacher ratio	12.7 to 1	Down from 15.3 to 1	17.3 to 1	18.9 to 1
Prime instructional time	90.5%	Down from 92.3%	87.9%	89.7%
Dollars spent per pupil*	\$7,689	Up 12.2%	\$6,158	\$5,892
Percent spent on teacher salaries*	51.7%	Down from 52.2%	66.0%	66.6%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Jane Edwards Community School continues to make progress during the 2002-03 school year. Our students, staff, parents, and community work closely to implement our school renewal plan, recognizing our strengths and overcoming our obstacles.

We have experienced great success this year. Jane Edwards Community School received recognition as a Palmetto Gold and NAEYC Accreditation recipient. The strong volunteer program has continued to positively impact our students. Also, our devoted faculty and staff provide motivating and challenging instruction for children.

Jane Edwards Community School strives to excel. We are addressing our challenges with research-based initiatives. Our teachers provide hands-on Mathematics and inquiry-based Science instruction to promote students' critical thinking. We strive to improve achievement in English Language Arts through the implementation of Cunningham's Four Blocks, Reading Recovery, Accelerated Reader, and the Home Literacy Trail. Also, teachers continue to integrate technology into their classrooms.

Our school has certainly seen progress this year. However, we understand that on the road to excellence, we will encounter many obstacles. Together, with our community, we will continue to overcome our challenges and celebrate our successes.

Melissa L. VandeWiel, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.